

FORMATION OF THE PHYSICAL ACTIVITY OF STUDENTS

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ABSTRACT

In this context, the authors have isolated and considered a practice-oriented approach to the study of the discipline "Physical culture and sport" as a social institution that promotes a healthy lifestyle for students of educational institutions. The directions of implementation of project activities in the study of the discipline "Physical culture and sport" are proposed.

Keywords: Physical culture, sport, education, physical activity, physical activity.

INTRODUCTION

Human health in a modern humanistic society is the highest value and depends on a number of objective and subjective factors. Therefore, it is important to note that the current demographic situation of the country and the prospects for its evolution are among the paramount, key elements that determine the long-term development of our country.

The most important task of upbringing and education of the younger generation, a decisive condition for the formation of a new level of culture of vital activity of the population, is the purposeful and intensive mastering by children and adolescents of the values of national and world culture of physical activity, actualized in a healthy lifestyle.

In modern language, activity is usually defined as such a quality of behavior that gives a certain visible result due to the expenditure of energy, it refers only to the behavior, and not to the person behind this behavior. to be active means to give manifestation of one's abilities, talent, all the wealth of human gifts, which, albeit in varying degrees, are endowed with each person. Human activity is characterized not by every activity, but only by one that is conditioned by internal reasons and is aimed not only at preserving, but also at improving the biosocial-cultural system, of which the individual is an element. It is expressed in both the qualitative and quantitative aspects of the activity.

Physical activity is a person's motor activity aimed at strengthening health, developing physical potential and achieving physical perfection for the effective realization of one's inclinations, taking into account personal motivation and social needs. Motor activity is an ensemble of motor actions included in the system of organizing ideas, rules and forms in order to achieve a certain adaptive effect of the human body and improve the dynamics of this process.

Main Part

The orientation of a person's physical culture education is determined by the unity of value orientations, the need-motivational sphere, basic and special knowledge about the competent use of physical exercises in conditions of health-improving and sports training, life in general. The development of the concept of personal physical culture is carried out on the basis of the preferential socialization of the personality of secondary school students and is focused on the maximum disclosure of the child's individual abilities and inclinations, taking into account

individual characteristics, main interests and the level of development of psychophysical indicators.

The factor that unites all the components of physical culture is physical culture and sports activities aimed at the physical improvement of a person. In the field of physical culture, it is advisable to talk about specific activities related to health promotion, the development of physical potential and the achievement of physical perfection. The goal of physical activity is the effective implementation of inclinations and abilities, taking into account personal motivations and social needs. The theoretical concept of physical activity has been substantiated from the position of an active element, which, in combination with other factors, forms the physical culture of a person and is the most important component of the system of social education and self-education of a person.

The concept of human physical activity contains a system of ideas about the basic laws of the controlled development of an individual's motor potential, about the ways and means of an active attitude of a person to the process of physical improvement, about the ways and forms of organizing people's physical activity. The psychological aspect of the problem is considered in the unity of physical activity with health, the sociological aspect - in the unity of physical activity with cultural development. The inclusion of psychological and sociological characteristics in the study of physical activity allows us to capture some important realities associated with the objectivity of this type of human activity. The bottom line is that these aspects should be considered not as generated by physical activity, but as generating it.

One of the trends in the progressive development of science has always been the penetration of ideas of various disciplines into each other.

In the foreign literature, physical activity is understood as any work performed by skeletal muscles, as a result of energy expenditure, added to the state of rest. Research is carried out in two aspects - physiological and behavioral. From a physiological perspective, physical activity is a component of total energy expenditure, which also includes resting metabolism, the thermic effect of nutrition, and body growth. According to the behavioral perspective, it can be considered within the characteristics of understanding behavior, as well as sports, recreational, rehabilitation, developmental and health technologies.

It is known that the pedagogical process includes the following technological components: communication, assessment, requirements, informational impact. From the point of view of the implementation of pedagogical influence, it is necessary to take into account the nature of the child, the level of his individual development and, depending on this generalized characteristic, it is possible to transform his human culture. The culturological meaning of the content of education can be realized in two ways: through the achievement of the relationship of the cultural meaning with the social and individual-personal and through the systemic organization of the content of education.

The objective content of education is determined by the social order, by the tasks it sets for education, the subjective meaning of the content of education is expressed in an individual and personal sense. Of utmost importance is the fact that the relationship between the development of a personality and its upbringing lies not in what is done to children, but what happens to them. With regard to the problem under consideration, it is important to dwell on the principles of teaching, among which the main ones are scientific nature, accessibility, systematicity, consistency, consciousness, student activity and the strength of learning outcomes. The

principle of the consciousness and activity of the individual in training and education should lead to the unity of consciousness and behavior.

Consciousness, independence and strength of knowledge assimilation can be considered methodical rules rather than didactic principles. As for the principle of activity, its content in pedagogy is often greatly narrowed and is understood as active mastering of knowledge, skills and abilities. It is quite obvious that physical activity should not be reduced only to motor activity, but it is advisable to analyze the content of intellectual activity in the manifestation of this activity.

Existing sociological approaches to assessing the physical activity of school-age children are based primarily on measuring the elements of behavior in relation to children's health. In accordance with this, the task is to obtain data that allow judging the number of children involved in physical activity, evidence of the benefits of regular physical activity, as well as determining the category of children who need a significant increase in the actual level of physical activity.

The principle of an activity-based approach to the formation of a person's physical culture is based on the statement that only by skillfully stimulating a person's activity in this type of activity, it is possible to carry out effective physical education.

With regard to the analysis of the social aspects of the formation of physical activity in children, it is important to note that a personality is the integrity of a person's social properties, a product of social development and the inclusion of an individual in the system of social relations through vigorous activity and communication.

Sociological analysis of the problem of the formation of physical activity involves the study of its role and place in the development of schoolchildren, the specification of social functions and connections with other pedagogical processes, as well as value orientations, motives, interests and needs of various age and gender groups of schoolchildren. The social significance of the study of physical activity lies in the fact that it makes it possible to reveal the conditions and sequence of its formation that require the implementation of new pedagogical and psychological influences.

With the help of mathematical research methods and specially designed scales, self-assessment data from physical exercise at school and in free time from school allow us to judge the general level of physical activity. The most common methods are sociological surveys, self-assessment judgments, repeated surveys, pedagogical observations, and measurements of motor reactions.

Physical activity is a specific type of human activity. The main distinctive features that characterize it as an active attitude, specifically human and determined by social nature, follow from the universal definition of activity. The essence of the definition of physical activity lies in the fact that two types of activity interact in it - motor and mental, the content of motor activity characterizes external (motor) activity, the content of mental activity characterizes internal (mental) activity.

The main tool for determining the characteristics of physical activity from the point of view of its consideration as a type of human activity is decomposition, that is, the selection of the system under study and its constituent subsystems. The importance of physical culture in

human life should be considered as a structural element of physical activity included in the composition of object values.

The problem of the formation and development of physical activity cannot be reduced only to the problem of mastering knowledge, abilities and skills. Obviously, meaning cannot be taught, it can only be revealed in the learning process, embodied in a consciously developed idea, and enriched by the student with appropriate individual experience. The results of training upbringing in the system of physical education should be considered from the standpoint of the degree of their consciousness.

To arouse interest in physical activity, it is necessary to create a motive, and then create the possibility of finding a goal in one or another subject content. An interesting subject is a subject that has become a "sphere of goals" for students in connection with the motive. Under this condition, the structural place in the physical activity of students is occupied by the content of the academic subject "physical culture", it becomes actually conscious.

Structural and functional concepts of physical activity. Physical activity, like any human activity, exists only in the form of action and the purpose of this action. Consideration of the leading elements of physical activity is based on the well-known definition of activity as a unity of purpose, means and result. The conditions and methods of organizing physical activity have a significant impact on its formation. Subjective factors have a significant impact on the outcome, expressed in individual experience. The role of pedagogical and socio-psychological factors is actualized, which indirectly affect the result of physical activity.

The concept of activity as an active relationship assumes that its structure includes a component that performs the function of initiating physical activity. Structural formation of activity, the content of which is a reflection of the need, is defined as an intentional component of physical activity. Its essence lies in the mechanism of ensuring the priorities of internal and external activity in relation to the conditions of vital activity, ranking the degree of significance of their changes and providing appropriate directions of physical activity. Obviously, in addition to the intentional component, the content of which is the answer to the question of what should be achieved, physical activity also has its operational component, that is, a characteristic of how the result can be achieved. Obviously, when conditions change, the operational composition of actions also changes.

The function of stabilization and stimulation of physical activity is performed by the component of individual experience, maintaining and consolidating the results of motor activity.

It is pedagogically justified to create a situation of success for students, that is, the experience of satisfaction from the process and the result of individual physical activity. The introduction of a motive is carried out at various stages of creating a situation of success: at the very beginning of the educational process, in the context of the implementation of the technological algorithm, after achieving a certain result. In any case, the social meaning and personal meaning of physical activity and its result are revealed here, which ultimately determines the process of its formation and positive self-esteem.

The formation of physical activity in adolescents is an urgent socio-pedagogical problem, on the solution of which not only the health of a particular person, but also the well-being and prosperity of the country as a whole, depends. By creating conditions for solving the problem

of increasing the level of physical activity of an individual, society solves such global problems as preserving the gene pool of the nation and ensuring the national security of the country.

CONCLUSION

The relationship between the criteria of the process and the effectiveness of physical activity is characterized by a complex of comparable morphological, psychological, as well as sociological and cultural indicators. Sociological characteristics of physical activity represent certain social determinants of individual motor activity as a holistic effect of the social environment. Sociocultural processes of the formation of physical activity of schoolchildren are conditioned by the social order of society within the framework of the pedagogical system.

It is realized both in its extensive development and in intensive functioning, that is, in the process of interaction and improvement of motor activity. To highlight the psychological characteristics that affect the formation of physical activity, it is important to note the process of subjective reflection of the need, motives and interests to motor activity. Awareness of the need for motor activity determines the need for mastering abilities, skills and actions, as well as concepts, knowledge and beliefs.

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